

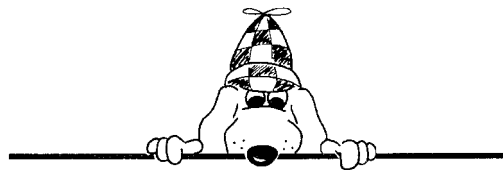
# SECTION SIX

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## IIM - Proficient Level Sample Research Study

This sample IIM research study has been developed to help you understand the use of the IIM Unit Plan and the Student Workpages at the Proficient Level. This unit, Civil War, models an eighth grade study for an advanced class, and is being taught by both the English and Social Studies teachers. This student has mastered basic research skills and is capable of applying the higher level skills required at the Proficient Level.

The unit plan includes academic and study skills objectives based on state standards. There are “How to” skills that need to be taught as well as assessment strategies that relate directly to the objectives. The list of teacher resources was chosen to include both primary and secondary sources that would support and enhance the unit for this eighth grade class. Greta’s resources are our creation. The two teachers have divided the work in the first 5 steps. For Product and Presentation, the English teacher is working on the research paper and the Social Studies teacher, on the museum display and presentation. All Student Workpages, including a research paper outline, have been included in this sample research study.



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# Objectives, Skills, & Standards

## IIM Unit Plan

Curriculum Unit: Civil War

Class: Social Studies/English

Dates: 1/30 - 3/5

Time: 2nd period/5th period

### Academic and Study Skills Objectives:

*Students will:*

- Explore the factors that influenced the war
- Identify the common elements of wars
- Understand how war affects different segments of the population
- Analyze how this war affected the future development of the USA
- Learn vocabulary pertinent to the topic and discipline
- Progress from writing a research report to a research paper
- Write a research paper based on a thesis statement
- Use correct bibliography format

### Teacher Goal Setting Questions:

- What are common elements of war?
- How did the Civil War affect people in the North? In the South?

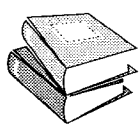
### “How To” Skills:

*Teach students “How to”:*

- Develop a research question and cite sources using MLA format
- Paraphrase from a variety of resources
- Locate and gather information from primary sources
- Choose and use a graphic organizer appropriate to their study
- Design a quality museum display

### Standards Addressed:

- Understand the power of ideas behind important events (MA-Hist.-Standard 1)
- Demonstrate an understanding of major topics from the Civil War (NH-Hist.-Standard 17)
- Recognize relationships between primary and secondary sources (MA-Hist.-Standard 3)
- Synthesize information from multiple sources (FL-LA-A.2.4.8)
- Paraphrase/summarize text to recall, inform, or organize ideas (TX-Eng., LA Reading-8.10G)
- Written reports: include appropriate facts and details, excluding extraneous and inappropriate information (VT-Comm.-1.8-e)
- Develop a controlling idea that conveys a perspective on the subject (VT-Comm.-1.8-f)



# Resources

## IIM Unit Plan

Curriculum Unit: Civil War

List the resources you will use during the unit. Be sure to include some that are appropriate for the diverse learning needs and styles within your classroom.

**Print:** (book, computer, poster...)

Chang, I. *A Separate Battle: Women and the Civil War*. East Windsor Hill: Synergetics.

Emert, Phyllis Raybin. *Making a Statement with Song: Songs Reflecting the Social, Economic and Political Climate in American History*. Carlisle: Discovery Enterprises.

Forman, Stephen M. *Echoes of the Civil War: The Blue*. Carlisle: Discovery Enterprises.

Forman, Stephen M. *Echoes of the Civil War: The Grey*. Carlisle: Discovery Enterprises.

Johnson, David. *The Civil War*. Amawalk: Jackdaw Publications.

**Non-Print:** (field trip, video, experiment...)

*Civil War Journal - Sets 1 & 2*. Videocassette. Blacklick: Glencoe/McGraw Hill.

Jacksonburg Historical Society Museum. Jacksonburg. Grade 8, Jacksonburg Jr. High School. 19 Feb. 1999.

**People:** (speaker, parent volunteer, other teacher...)

Dr. Dixie Mason - State University history professor - speaker

Parent volunteer for help with field trips; Museum Day set up

Mr. Grantlee, school librarian

**Preparatory Activities/Materials:**

**Student Booklet Pages:** Sec. 5: p. 15-36

**Transparencies:** All student booklet pages

**Other:** Divide process steps between English and Social Studies

Schedule gymnasium for Museum Day

**Immersion Activities:**

Read Civil War textbook, Chapter 12

Attend Civil War Days battle reenactment - Jan. 30



# Assessment IIM Unit Plan

Curriculum Unit: \_\_\_\_\_

## What *process skills* will you assess?

Ability to recognize common elements  
of war

Acquisition of new vocabulary

Using correct MLA bibliography format

Organizing data on a graphic organizer  
(Step 4)

Listening skills

Subjective evaluation of research process

## How?

Informal check on class concept map

Use 10 key words in a Civil War diary entry

Grade bibliography cards

Grade information as well as the usefulness  
of graphic organizer chosen

Test based on student presentations

Respond to student comments (Sec. 6: p. 23)

## What *products* will you assess?

Research paper

Artifact and museum display

## How?

Grade outline and final paper

Use rubric developed by class



# 7 Steps IIM Unit Plan

Curriculum Unit: \_\_\_\_\_

List what you will do for each step of the process. Include unit activities, assessment strategies, and skills lessons. Identify ways you will differentiate for the diverse learning needs and styles of your students

## Step 1 Topic

Take class to Civil War battle reenactment at Jacksonburg Historical Society Civil War Days

Assign textbook chapter on Civil War

Work with class to make concept map on common elements of war

Develop class chart of student interest areas connected to class concept map

Take students to library to conduct presearch on interest area

## Step 2 Goal Setting

Model development of research question using several student interest areas (skills lesson)

Set up class resource center with samples from each category of PROVE

## Step 3 Research

Teach use of notefact and bibliography cards using MLA format (skills lesson)

Show video to whole class for notefact gathering on individual topics

Help students choose one primary source for research



# 7 Steps

## IIM Unit Plan *(cont.)*

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### STEP 4 Organizing

- Model choice between essential and supplementary notefacts (skills lesson)
  - Guide students in choice of appropriate graphic organizer
- 

### STEP 5 Goal Evaluation

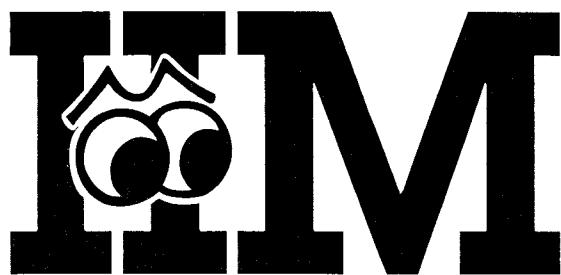
- Assign diary entry with accurate use of at least 10 glossary words
  - Use 4 Corners (Kagan) cooperative learning technique for students to debrief their progress as researchers, share new findings, and discuss ideas for museum display
  - Respond to student comments on *Evaluating Research Goals* (Sec. 6: p. 23)
- 

### STEP 6 Product

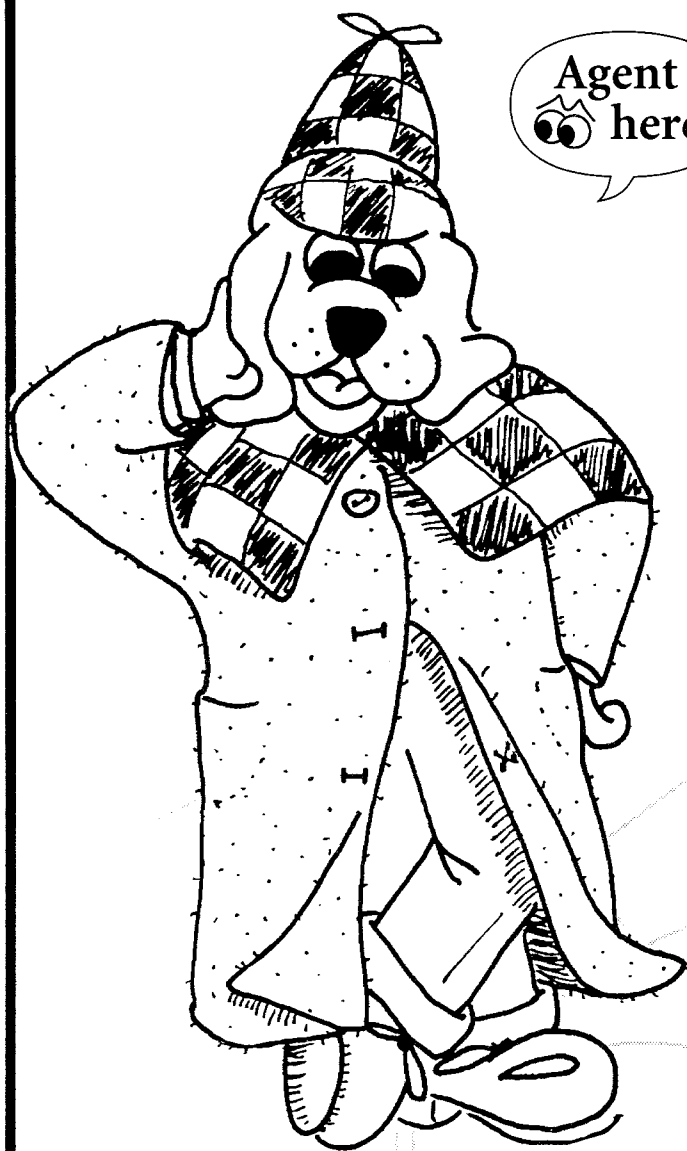
- Develop class chart of possible artifacts and character costumes
  - Visit Civil War display at State Historical Museum and help students identify characteristics of quality relics and displays
  - Develop rubric criteria with class for quality artifact and museum display
  - Set up computer page format for artifact description in Museum Guide Book
  - Guide students in developing thesis statement for research paper (skills lesson)
  - Use Sec. 6: p. 24 to teach students steps of writing a research paper (skills lesson)
- 

### STEP 7 Presentation

- Provide adequate class time for practicing role playing and formal presentations
  - Guide students in use of *Fact Gathering for Presentations* (Sec. 2: p. 58) for recording presentation facts to use as a study guide
  - Develop open-ended test allowing use of those individual study guides
  - Set up classroom for Museum Day, inviting appropriate classes, parents, . . .
-



# Independent Investigation Method



## IIM RESEARCH STUDY

Proficient Level

Name: Greta Guard



# IIM Research Study Plan

This is your plan to keep records of each step of your IIM. Start with *Name*, *Class*, and *Class Topic*. Add date goals set in class or by your teacher. Then fill in each section as you complete the step. This allows you to stay on task and chart your progress throughout the study.

Name: Greta Guard Class: Social Studies/English  
 Class Topic: The Civil War My Topic: Conditions in Civil War Prisons  
 Research Question: What were the causes of the different levels of care in the Union and Confederate prisons?

	DUE	COMPLETED	GRADE
<b>1. Topic</b> <i>SS/Eng.</i>			
Prereading:	<u>2/2</u>	<u>2/2</u>	<u>      </u>
Topic Choice:	<u>2/3</u>	<u>2/3</u>	<u>      </u>
Concept Map:	<u>2/4</u>	<u>2/4</u>	<u>      </u>
<b>2. Goal Setting</b> <i>SS</i>			
Research Question:	<u>2/6</u>	<u>2/5</u>	<u>A</u>
Focus Questions:	<u>2/8</u>	<u>2/7</u>	<u>      </u>
<b>3. Research</b> <i>Eng.</i>			
Notefact Cards:	<u>2/16</u>	<u>2/16</u>	<u>B+</u>
Bibliography Cards:	<u>2/16</u>	<u>2/16</u>	<u>B+</u>
Glossary:	<u>2/16</u>	<u>2/16</u>	<u>A</u>
<b>4. Organizing</b> <i>SS</i>			
Graphic Organizer:	<u>2/19</u>	<u>2/22</u>	<u>B</u>
<b>5. Goal Evaluation</b> <i>Eng.</i>			
Objective Evaluation:	<u>2/19</u>	<u>2/22</u>	<u>B</u>
Subjective Evaluation:	<u>2/19</u>	<u>2/22</u>	<u>      </u>
<b>6. Product</b>			
Paper: <i>Eng.</i>	<u>2/26</u>	<u>2/26</u>	<u>A-</u>
Other: <i>Museum display - SS</i>	<u>2/26</u>	<u>2/26</u>	<u>B</u>
<b>7. Presentation</b> — <i>SS/Eng.</i>	<u>3/1</u>	<u>3/1</u>	<u>A</u>
Notebook Due Dates:	<u>2/5 (SS)</u>	<u>2/12 (Eng.)</u>	<u>2/19 (SS)</u>
			<u>3/5 (Eng.)</u>





# Presearch

Name: *Greta Guard*Class: *Social Studies/English*Class Topic: *The Civil War*

Read one selection about your area of interest. On the organizer below, record possible research topics, information about these topics, and ideas and questions you have. Be sure to explore topics that you would like to study in depth.

Area of Interest: <i>Civil War Prisons</i>	
Possible Topic	Information, Ideas, and Questions
<i>Medical Care</i>	<i>Were there hospitals?</i> <i>Unsanitary, few medicines, diseases killed lots</i> <i>Who treated prisoners?</i> <i>I could find out more about what diseases killed prisoners.</i>
<i>Treatment of prisoners</i>	<i>Cruel, killed for little reason, worse than regular convicts</i> <i>What food did they have?</i> <i>Did it depend on who was in charge? or who you were?</i>
<i>Most famous prisons</i>	<i>150 prisons:</i> <i>Andersonville, Libby - Confederate</i> <i>Camp Chase, Douglas, Morton - Union</i> <i>Some Union prisons in South</i> <i>So many prisons, it would be hard to compare</i>
<i>Conditions</i>	<i>What was it like in the different prisons?</i> <i>Lack of toilet facilities, crowded, hot buildings, outdoors with no shelter</i> <i>Is there is a correlation between the death rate at prisons and the conditions there?</i>

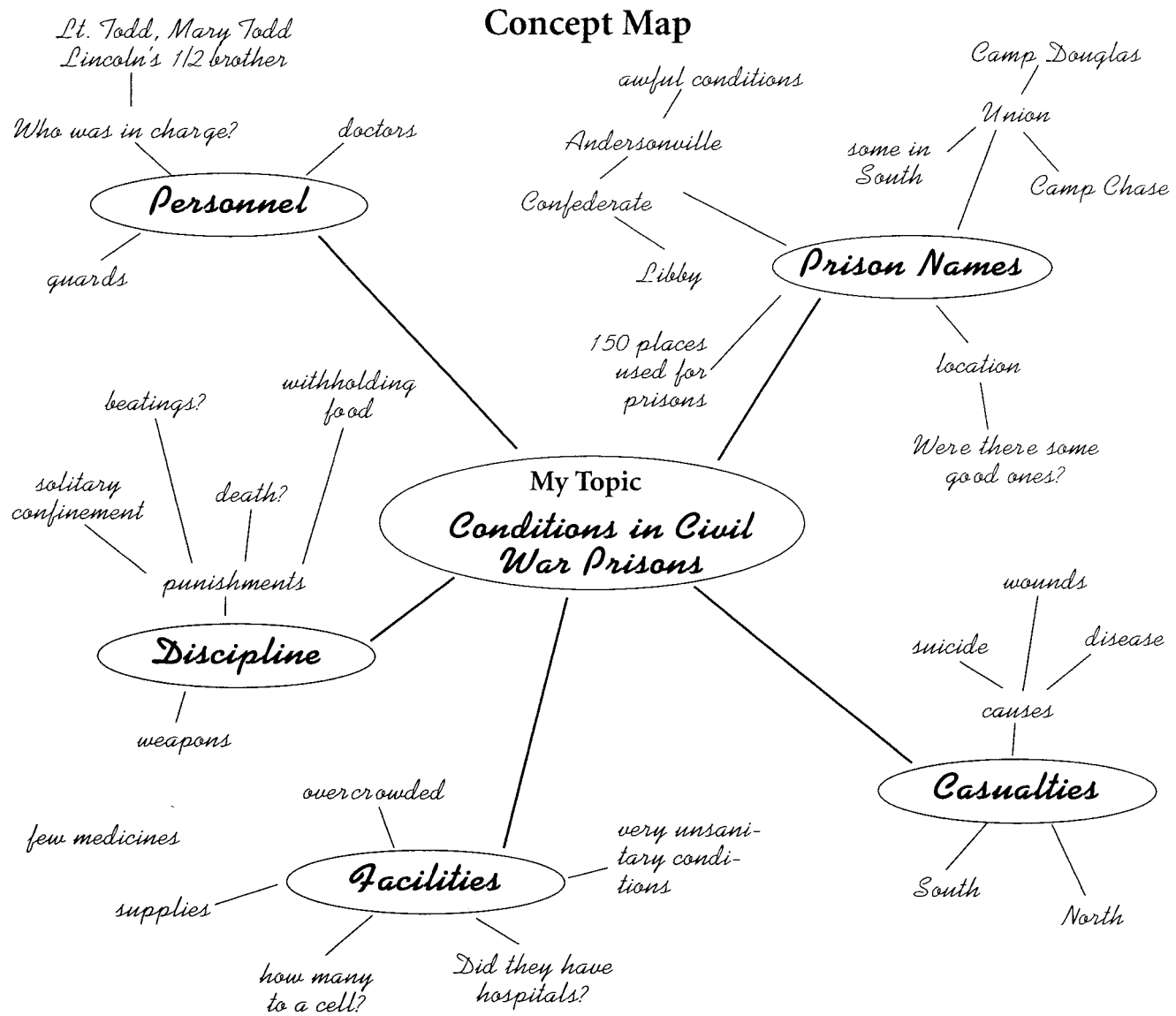
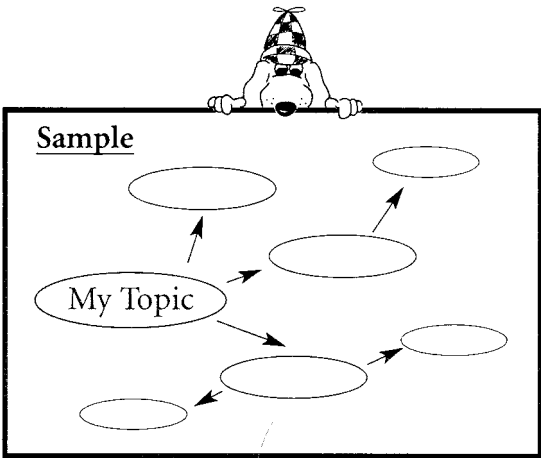


# Developing the Research Topic

Name:

Greta Guard

After finishing your presearch, examine what you have written and choose one topic as the focus of your research study. Write that topic in the oval below. Group what you know (prior knowledge) and what you want to find out (questions) in categories to create a concept map.





## Developing the Research Topic (cont.)

From your concept map, write several possible researchable question. Star (★) the questions you find both worthy of answering and of greatest interest.

### Sample a

Class - *Social Studies*

Class Topic - *Native American Tribes*

Topic - *The Hopi*

Possible researchable questions:

1. *How have other tribes impacted the Hopi Nation?*
2. *What was the impact of European migration into the Hopi territory?*
- ★ 3. *How are Hopi ceremonies and rituals used today?*
4. *Etc....*

### Sample b

Class - *Biology*

Class Topic - *Human Body*

Interest Area - *The Eye*

Possible researchable questions:

1. *What causes optical illusions?*
- ★ 2. *Do people become less nearsighted as they age?*
3. *Are men more likely to be colorblind than women?*
4. *Etc....*

### Possible researchable questions for the study of my topic

*What caused deaths in the prisons?*

*How were prisoners disciplined?*

*Was the care of soldiers in all prisons the same?★*

*What type of medical care was available?*

*Which prisons had the worst conditions - North or South?*

*What changes took place in the prison conditions as the war progressed?*

*Were the prisoners protected by laws governing the treatment of prisoners of war?*

*How did the training of prison employees affect the care provided?*



# Setting Research Goals

Name: Greta Guard

## Developing the Research Question

Choose the question from this section, p. 11 that interests you the most. If necessary, rephrase it to direct your research.

### Sample a

Possible Research Question - *How are Hopi ceremonies and rituals used today?*

Finalized Research Question - *How are Hopi ceremonies and rituals used to pass on their traditions and beliefs?*

### Sample b

Possible Research Question - *Do people become less nearsighted as they age?*

Finalized Research Question - *What age-related factors cause a change in vision?*

**My Research Question:** What were the causes for the different levels of care in the Confederate and Union prisons?

## Focus Questions to Guide the Research

Write several questions that will help you find information relevant to your *Research Question*. Identify each with a capital letter in preparation for notefact cards.

### Sample a

Research Question - *How are Hopi ceremonies and rituals used to pass on their traditions and beliefs?*

#### Focus Questions

- A. *What are their religious beliefs?*
- B. *How do they pass on their origin stories?*
- C. *Etc....*

### Sample b

Research Question - *What age-related factors cause a change in vision?*

#### Focus Questions

- A. *What causes nearsightedness?*
- B. *What changes take place in the structure of the eye as people age?*
- C. *Etc....*

**My Focus Questions:** A. What were the names & locations of the largest prisons?  
B. What were the prisoner casualty rates in the Confederate & Union prisons?  
C. What medical provisions were made for prisoners with wounds and disease?  
D. Describe the relationship between the sanitary conditions and the prison population.  
E. What were the political and human factors affecting prisoner care?



Setting Research Goals (cont.)

Class Notefact Goal: 60

Notefact Goal: 65

Glossary Entry # Goal: 10

Resource # Goal: 4

Primary Source # Goal: 1

Resource Type Requirements:

Write possible sources of information. Check required resource types. (PROVE).

- ☐ Pose a question: Civil War expert

☒ Read: magazines, books, Civil War letters, Civil War news articles

☒ Observe: video, pictures

☒ Visit: historical society, Gettysburg

☐ Examine: Internet web sites

Types of Resources to PROVE the Answers to Your Research Question

Pose a question: interview, survey, letter, email, telephone, other:

Read: book (reference, text, non-fiction, fiction...), pamphlet, magazine, newspaper, catalog, brochure, field guide, specialized dictionary, CD-Rom, other:

Observe: movie, video, TV, photograph, speaker, workshop, case & field study, files, diagrams, illustrations, art work, nature, buildings, weather, other:

Visit: museum, business, government agency, meeting, laboratory, historical site, sporting event, historical society, church, hospital, public/private/personal archives (attic, cellar, garage), flea market, other:

Examine: artifact, collection, poster, ad, document, chart, graph, map, record/statistics, experiment, microscope, cook, taste, Internet (web site, newsgroup, forum, event calendar, chat room, mail list, search engine), other:

Key Terms

Bibliography (works cited) - A complete list of all sources used in your research study (See p. 23-24 for samples)

Data - Facts or figures from which conclusions or interpretations may be drawn

Plagiarism - Unacknowledged information, ideas, or writings purposefully presented as one's own work including direct copying of source material without quotation marks and paraphrasing without an in-text citation (Lester and Lester, p.66)

Primary Source - A first hand account of an event or an artifact created by the event where the author was present (newspaper, magazine article, diary, collection, photograph, manuscript, archival document...)

Secondary Source - A source that seeks to describe, explain, and interpret an event after it has happened when the author was not present (book, article, media production, any historical source or reproduction...)



# Steps to Taking Notefacts

Document all data-gathering sources (PROVE) and information on notecards.

## Bibliography Card Format

Fill out one bibliography card for each resource (see Sec. 5: p. 23-24 for correct format).

- Put a number **1** in the upper right corner of the card to identify your first resource.
- Record if this is a primary source in the lower left corner of the card.
- Use a new card and number for each resource.

## Notefact Card Format

- In the upper right corner, write **1** (for first resource) and **A** (for first *Focus Question*)
- Write your notefacts about that *Focus Question* from that reference on card(s) labeled **1-A**.
- Record the number of notefacts in the lower left corner of each card.
- If you go on to a new *Focus Question* from the same resource, start a new card identified with **1-B (1-C, 1-D)**.

## Notefact Format

Record short, true information (notefacts) that helps to answer one of your *Focus Questions*. Be sure to summarize findings from all research activities on notefact cards.

- Paraphrase information by writing facts in your own words. **Be careful not to plagiarize.**
- Keep notefacts short, but complete enough to make sense.
- Put direct quotes in quotation marks.
- Write the page number beside each notefact.
- If you move to a new page, write the page number again.
- Highlight key words and add them to your glossary (Sec. 6: p. 15).

## Notecard Format

### Bibliography Card Format

*Silver Cloud, Hopi Diary. Ed.,  
Carol Kent. Boston: History Alive, 1994.*

1

### Notefact Card Format

1-A

*sipapu - opening in kiva*

*kachina - powerful spirit of ancestors*

*girls played with kachina dolls*

*kiva - underground room in every pueblo*

4



# Glossary of the Study

List the NEW words and their meanings that are key to the understanding of your topic.

*dysentery*

*infectious disease characterized by severe diarrhea*

*typhoid fever*

*bacterial infection with high fever, rashes, headaches - carried by body lice*

*vermin*

*small, common, harmful animals - lice/fleas - difficult to control*

*deadline*

*wooden railing - anyone who crossed was shot by sentries in pigeon roost*

*pigeon roost*

*boxes for sentries on top of stockade fence*

*pantaloon*

*type of loose pants worn by soldiers*

*desiccated vegetables*

*dried vegetables given to prisoners*

*crowd-poisoning*

*diseases/death caused by overcrowded conditions*

*emaciated*

*to waste away physically from sickness or lack of food*

*isg tent*

*term for prison tent only big enough for dog - housed 2-3 men*

*carri*

*system of prisoner exchange*



# Source 1

1

Farley, Joseph. Famous Prisons of the Civil War. New York: Pentium Publishing Co., 1993.

1-A

Andersonville - GA - Conf. p. 42  
 20 people in Ander. bef. prison built p. 42  
 Libby - VA - Conf. p. 46  
 Camp Chase - OH - Union p. 82  
 Camp Morton - IN - Union p. 82  
 Elmira - NY - Union - Andersonville of N p. 97

6

1-B

prison death rates  
 Union - 12% - 26436 of 220,000 p. 101  
 Conf. - 8.3% - 22,570 of 270,000 p. 102  
 Andersonville - 30% p. 103

4

1-D

Confederate  
 floors covered w/ human filth p. 231  
 polluted water, food decaying in sun p. 232  
 vermin, no shelter from heat or cold p. 233

Union  
 medical examiner report - Elmira - good sanitary conditions p. 272

4





## Source 2

2

Captives of War, CD Rom, Palo Alto:  
Sunbelt Software, Inc., 1996.

2-D

Camp Douglas - Chicago  
12,000 in stables and barracks for 8,000  
largest Confed. burial ground  
outside South  
Andersonville - built for 10,000  
peak # - 33,000

4

2-B

Union prison - 12% - 25,976 of  
214,000  
Conf. prisons - 15.5% - 30,218  
of 211,000

2

2-C

no medicine  
diseases - typhoid, dysentery, malaria  
Elmira - 1 surgeon, 11 assistants  
"much of the sickness is attributed to  
crowd poisoning" (Elmira Medical Insp.)  
new prisoners entered very ill  
overcrowded hosp / stayed in barracks  
stayed in bed after well cuz no clothes

7



# Source 3

3-A  
Andersonville - good location near  
fresh water, deep south, on RR line  
harsheset Union prisons - Elmira, Johnson's  
Is. - Lake Erie, Camp Douglas

2

3

"Civil War Letters". One line posting.  
6 May 1997 Gettysburg Historical  
Society. 9 Feb. 1999  
<<http://www.civilwarletters.com>>.

3-C

more died from disease than killed  
in battle  
plaques of smallpox  
lack of surgical tools  
use of herbs  
Andersonville - no doctors

5

3-E

Capt. Wirz - heartless, abusive,  
supplies sent from N to S not delivered  
hospitals as corrupt as whole prison  
guards - old men & boys

4

# Organizing, Analyzing & Interpreting Data

Name: Greta Guard

## Organizing

Sort notefact cards by *Focus Questions*.

## Analyzing

1. Separate information essential to your study from supplementary notefacts. If both types are on the same notecard, circle or star the essential notefact(s). Count each group.

Essential notefacts: 42

Supplementary notefacts: 26

2. Using your essential notefacts, split *Focus Question* information into narrower categories if necessary.

Color Code - Make a key

Cut & Paste - Identify each

notefact with source number and *Focus Question* letter; place on chart/list

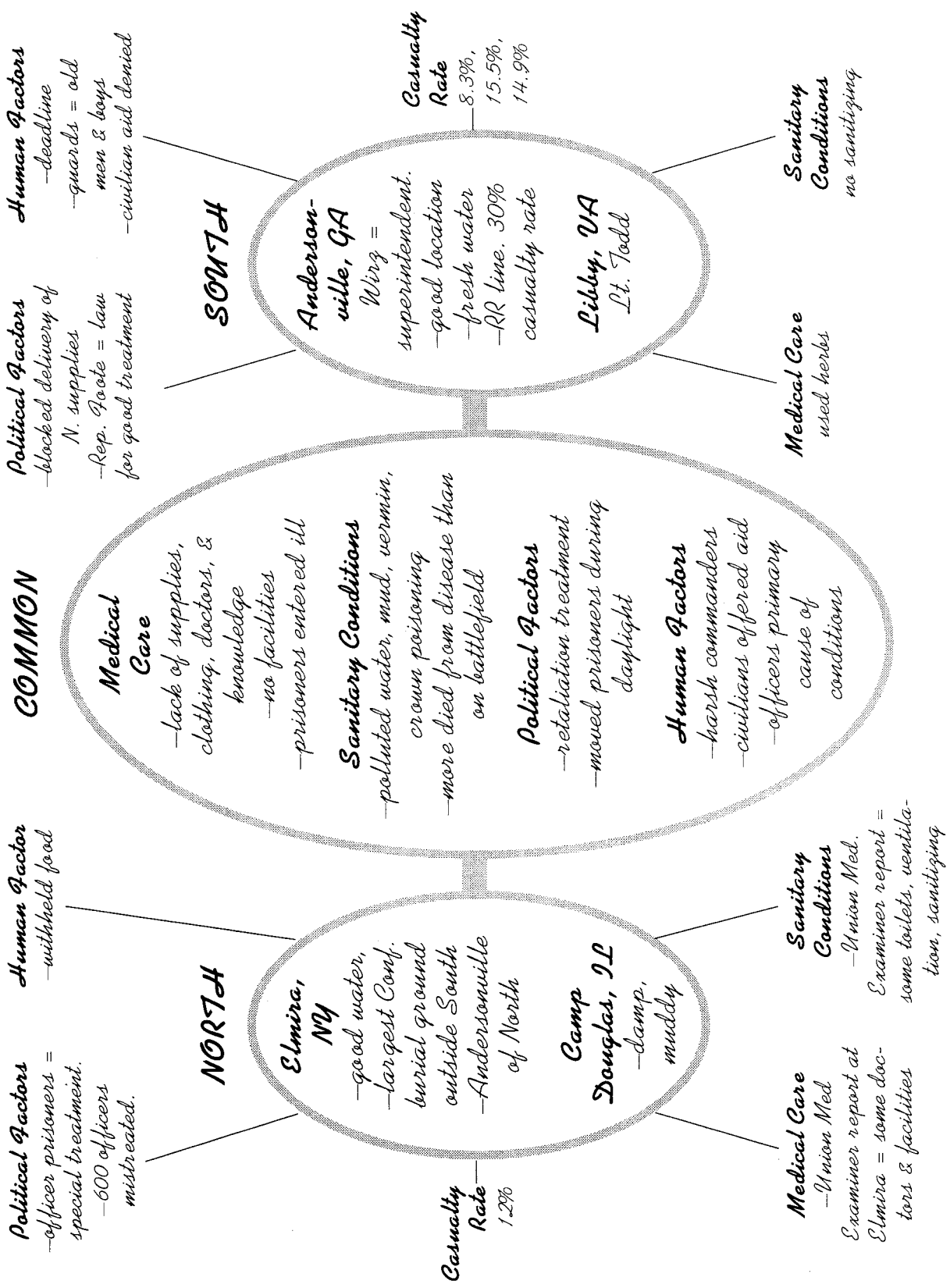
3. Conduct further research if necessary to answer *Focus Questions*.

*I need more information on Focus Question B. I have conflicting data on Confederate casualty rates.*



Organizing, Analyzing & Interpreting Data (cont.)

4. Organize data on a(n) \_\_\_\_\_ outline, \_\_\_\_\_ graph/chart, and/or \_\_\_\_\_ graphic organizer (see Sec. 5: p. 28-29).





## Organizing, Analyzing & Interpreting Data (cont.)

Name: Greta Guard

### Interpreting

Using your organized data, write an in-depth interpretation/conclusion about what you learned for each Focus Question. Begin each interpretation by writing the Focus Question. Use additional sheets of paper if necessary.

*A. What were the names and locations of the largest prisons?*

*The prisons I used for my study were 4 of the largest and best known prisons. They were good examples of the conditions in both the North: Elmira - NY; Camp Douglas, IL; and the South: Andersonville - GA; Libby - VA. The sizes and locations seemed to determined . . .*

*B. What were casualty rates in the Union and Confederate prisons?*

*It appears from some sources that the casualty rates for both the North and South were quite similar - 12-15%. However, the data for the Confederate prisons was inconsistent - 8.3 to 15.5% - showing the inaccuracy of data collection at the time. Also, it was not clear...*

*C. What medical provisions were made for prisoners with wounds and diseases?*

*Considering the lack of medical supplies, facilities, personnel, and knowledge of infection and disease, it was impossible to treat sick and wounded who entered the prison. Disease was spread by . . .*

*D. Describe the relationship between sanitary conditions and prison population.*

*Many prisons may have had better conditions if the overcrowding had not . . .*

*E. What were the political and human factors affecting prisoner care?*

*The terrible conditions at the Confederate and Union prisons were caused by both political and human factors. Among the political . . .*



# Evaluating Research Goals

Name: Greta Guard

## Objective Evaluation

Fill in the information to evaluate the goals you set in Step 2.

	# OF RESOURCES	# OF PRIMARY SOURCES	# OF NOTEFACTS	# OF GLOSSARY ENTRIES	TYPE OF RESOURCES				
					P	R	O	V	E
REQUIRED	4	1	60			✓	✓	✓	
ACHIEVED	5	1	68			✓	✓		✓

On the rubric, check the box that shows your level of accomplishment for each indicated criterion.

IIM Research Rubric				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Research Question</b>	Unrelated to topic and unclear <input type="checkbox"/>	Either related or clear <input type="checkbox"/>	Related to topic – Clear – Answerable – Generalizable <input checked="" type="checkbox"/>	Clear – Relevant – Answerable <input type="checkbox"/>
<b>Resources</b>	Neither required # or types <input type="checkbox"/>	Met requirement of # or types <input checked="" type="checkbox"/>	Used all required # and types <input type="checkbox"/>	Above requirement of # and types <input type="checkbox"/>
<b>Notefacts</b>	0-1 of following: Met goal # – Paraphrased – Short – Related to Focus Questions <input type="checkbox"/>	2-3 of following: Met goal # – Paraphrased – Short – Related to Focus Questions <input type="checkbox"/>	Met goal # – Paraphrased – Related to Focus Questions <input type="checkbox"/>	Above goal # – Advanced vocabulary <input checked="" type="checkbox"/>
<b>Organizing</b>	Unorganized – Incomplete organizer <input type="checkbox"/>	Use of required organizer(); Data weakly related to Focus Questions <input type="checkbox"/>	Data organized and understandable – Categories relate to Focus Questions <input checked="" type="checkbox"/>	Use of more than a required organizers – Focus Questions split into subcategories <input type="checkbox"/>
<b>Conclusions/ Interpretations</b>	Facts only <input type="checkbox"/>	Weakly related to Research Question – Conclusions, not just facts <input type="checkbox"/>	Gives reasons to support conclusions; Related to Research Question <input type="checkbox"/>	Synthesizes information to support conclusions <input checked="" type="checkbox"/>

List 3 things you will do to improve your next research study.

1. Use all the required types of resources.
2. Gather more information that relates specifically to my Focus Questions.
3. Organize my data using statistics.



## Evaluating Research Goals (cont.)

### Subjective Evaluation

Describe in detail a major finding from your study. What is the impact of this finding? Use additional paper if necessary.

*As I read my Research Question, I realized I was saying that there really was a difference in the conditions and treatment of prisoners in the Confederate and Union prisons. Then, as I analyzed my Focus Questions, I saw that the differences were caused more by political, human, and geographic factors than whether the prison was run by the Union or the Confederacy. Politicians on both sides...*

Explain what you learned about being a researcher and how that will help you in the future. Use additional paper if necessary.

*I learned it is important to check who the author is and if the information might be biased. This is especially true in primary sources and on the Internet. In choosing sources for future studies, I should...*

How would you grade yourself? B

Why? *I didn't use all the required types of resources, but I went over my notefact goal. The analysis of my data was...*

Teacher Response: Your use of primary sources added greatly to the depth of your conclusions. Your growth as a researcher...



# Steps to Writing a Research Paper

You have been assigned a research paper as an end product of your research. Your job is to explain the results of this study and to persuade the audience to accept your conclusions. Use the outline below to guide you through the WHAT and the HOW of a research paper. Your best support tools may be Lester's *The Research Paper Handbook*, Gibaldi's *MLA Handbook for Writers of Research Papers*, or the resource books made available by your teacher.

## WHAT: The Parts of a Research Paper

**Title Page**—with a title of 8-15 words

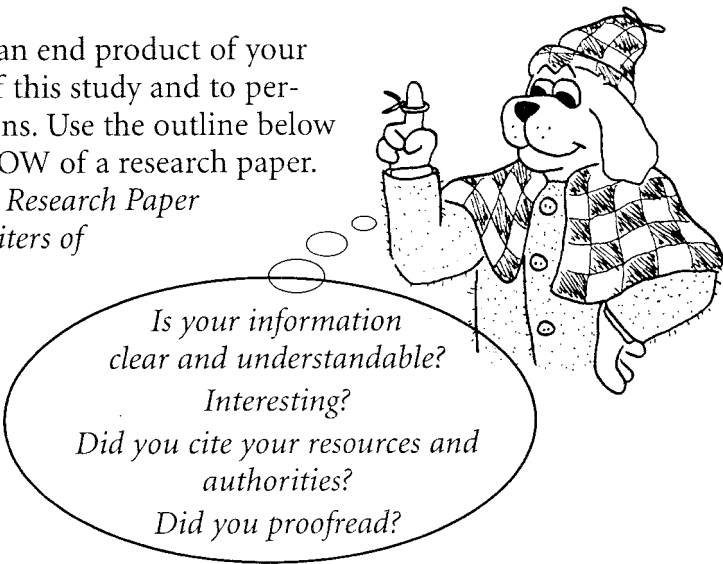
### Introduction

- Topic*—brief statement of the issues of the paper
- Review of the Literature*—background information from other researchers
- The Research Question*—the problem you researched
- Thesis Statement*—what you will prove/disprove with your study data

**Body**—development of the major issues of the study and supporting data. (If data gathering included action research such as sampling, surveying, and experiments, you must include methods, materials, and results.)

**Conclusion**—your interpretation from research related to your thesis statement

**Documentation**—works cited and other sources; endnotes



## HOW: The Writing Process

**Thesis Statement**—Develop a position statement from your *Research Question* that you will try to prove in your paper.

**Outline**—Make an outline for each section of your paper using facts, interpretations, and conclusions.

**Rough Draft**—From you outline, write a rough draft using documentation data from your notefacts.

**Revise**—Make necessary changes as you reread and rewrite each section of your paper.

**Format**—Use a standard guide to format the appearance of your paper with a title page, margins, spacing...

**Edit**—Check for correct writing mechanics and style.

**Final Copy**—Using all your revisions, formatting, and editing, complete the final copy of your paper to hand in to your teacher.





# Steps to Writing a Research Paper

## Outline

### I. Introduction

A. Topic - Conditions in Civil War Prisons

B. Background Information

1. Prison names/numbers

2. Casualty rates/causes

3. Medical care

4. Sanitary conditions

C. Research Question - What were the causes of the different levels of care in the Union and Confederate prisons?

D. Thesis Statement: Of the political, geographic, and human factors affecting the condition of Civil War prisoners, the human factor was the most significant.

### II. Body

A. Human Factors

1. Commanders

a. Andersonville

1) Wirz, Winder - cruelest

2) made stay out in worst conditions

b. Libby

1) Lt. Todd

2) shot prisoners for breathing

c. Douglas

1) withheld food

2) suffocation building

d. Elmira

1) Andersonville of North

2) torture areas

2. Guards

a. young boys, old men

b. lack of training

c. fearful-shot for no reason-deadline

d. stole from prisoners

### 3. Prison Population

a. rank

1) officers better treatment

2) only enlisted men released during war

b. race = factor in level of care

c. population

1) crowd poisoning

2) sanitary conditions

3) arrived in weakened state

4) disease killed 3x more than battle wounds

B. Geographic

1. Features of good location

a. water

b. flat land

c. closeness to supply lines

d. climate

2. Andersonville

a. met all conditions for good location

b. developed worst conditions

3. Douglas - poor drainage area

C. Political

1. Lack of supplies

2. No agreed upon system of prisoner exchange

3. Politicians advocated both good and bad treatment

a. starvation policy before exchanging prisoners

b. retaliation towards prisoners on both sides

c. Foote (S. Rep.) proposed law to improve conditions

### III. Conclusion

A. Human factors most significant

1. Overcrowding

2. Inhumanity of prison personnel and politicians

3. ...



# Developing a Product

Name: Greta Guard

## Audience

Circle audience types that would be interested in your research information.

Business Competition Community Government Organization Parents  
Professional Publisher School Other: \_\_\_\_\_

Now write the exact audience for your presentation: School/Community

## Product Choice

Considering your audience, choose a product type that will share your information with the greatest impact. Think of your strengths, available resources, and TIME.

**Action:** business venture, campaign, celebration, club, competition, dance, debate, demonstration, experiment, game, lesson, mentorship, performance, petition, recitation, simulation, speech, tour, \_\_\_\_\_

**Collection:** aquarium, art gallery, exhibit, learning center, list, portfolio, scrapbook, terrarium, \_\_\_\_\_

**Model:** blueprint, costume, invention, musical instrument, origami, puppet, reproduction, scale model, \_\_\_\_\_

**Technology:** animation, computer program, database, photography, radio/TV broadcast, video/audio tape recording, web page, \_\_\_\_\_

**Visual Representation:** advertisement, artwork, brochure, bulletin board, bumper sticker, calendar, card, cartoon, collage, comic strip, flag, graph, graphic organizer, illustration, map, mural, photo essay, puzzle, scenery, \_\_\_\_\_

backdrop

**Written Work:** book, critique, diary, editorial, letter, magazine/newspaper article, musical composition, newsletter, pamphlet, poem, recipe, script, word puzzle, \_\_\_\_\_





## Developing a Product (cont.)

### Product Plan

Product choice:

*Song, costume, instrument, backdrop*

Description of product:

*Song - tune "Tenting Tonight" words - describing prison conditions*

*Costume - rags*

*Instrument - my sister's wooden recorder*

*Backdrop - paintings of dog tent, campfire, deadline w/ pigeon roost*

Information shared from your research:

*Bored prisoners sang songs to keep from going crazy.*

*I'll take info from notefacts in song words to show prison name, conditions, and longing for home.*

*Instrument, costume, and backdrop will show actual things from the time period and prison life.*

Steps necessary to complete it:

*1. Get music from music teacher. 2. Write words. 3. Have Suzanne play tune while I sing and tape this. 4. Make tattered costume from Dad's old chino pants & denim shirt. 5. Paint backdrop pictures of dog tent, campfire, and deadline w/ pigeon roost.*

Resources needed:

*Old pants and shirt, rags, recorder, tape recorder, butcher paper, paint and brushes, sheet music of "Tenting Tonight"*

How will you present this product?

recitation

letter writing

article

teaching

fair

workshop

conference

debate

simulation

other



# Presentation of Research Findings

Name: Greta Guard

Product: Museum display – song, backdrop, prisoner clothing, recorder

Audience: School and community

Presentation mode: Fair: Play song and talk to people as ragged, sickly soldier living in dog tent. People can sing along if they want to.

Presentation date/time: \_\_\_\_\_

Length of presentation: Fair will be 2 hrs long; my song on tape recorder – 2 min.

## Preparation for presentation

People to contact: \_\_\_\_\_

Scheduling: \_\_\_\_\_

Presentation practice: Ms. Reb will let us practice in class; also at home

Set-up time: 1/2 hr.

## Materials needed

☒ 1. Notecards: With some facts from my research

☒ 2. Visual Aids–list: Backdrop showing dog tent and campfire

☒ 3. Equipment: Tape recorder to play music, recorder

☒ 4. Handout—describe and attach copy: Copy of the song

## Skills needed

Writing song to match the music

\_\_\_\_\_

\_\_\_\_\_

## Help needed

With skills: Writing song – Ms. Melody; Painting on backdrop – Sarah

At the presentation: Help hanging backdrop – Mr. Clean

IIM Rubric: *(Step or Skill)* PRODUCT – ARTIFACT & MUSEUM DISPLAY

Date: 2/26/99

Create with class or assign criteria for quality work. If you decide to give a grade, use the total possible points to decide on a range for letter grades.

CRITERIA	STUDENT OR PEER	TEACHER	COMMENT
Shows knowledge of topic	4	4	Lots of information
Organized	3	2	Plan more time for set-up
Interesting	4	3	
Realistic artifact	2	2	There were no computers for typing
Quality visuals	4	4	Realistic visuals on backdrop
Creative	4	3	
<b>TOTAL</b>	19	18	= 37

<b>A</b> =	<u>43 - 48</u>	<b>D</b> =	<u>25 - 30</u>
<b>B</b> =	<u>37 - 42</u>	<b>Not</b>	
<b>C</b> =	<u>31 - 36</u>	<b>Yet</b> =	<u>Below 24</u>
<b>Final Grade</b> =	B		

**1** = Just Beginning    **3** = Made It  
**2** = Moving Up        **4** = Over the Top





# Research Product/Presentation Inventory

Name: Greta Guard

Keep a dated record of the products, presentations, and audiences you choose in Steps 6 & 7 of your research studies. Try to vary your choices.

## Product Type

Action, Collection, Model, Technology, Visual Representation, Written Work

## Presentation Mode

Article, Conference, Debate, Fair, Letter, Performance, Recitation, Simulation, Teaching

## Audience Type

Business, Community, Parents, Politician, Publisher, School



Date	Product Type	Product	Presentation Mode	Audience
10/97	Action	Dance	Performance	7th grade classes
4/98	Collection	Interest center	Teaching	4th grade buddies
2/26/99	Written	Research		Teacher
2/26/99	Model, Written, Visual	Costume, Song Backdrop	Fair	School Community